

The Principal's Influence as a Professional Learning Leader on The Professional Learning of Fully Residential School Teachers in the South Zone

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Abstract : One of the focuses of Malaysia Education Blueprint (2013-2025) is continuous professional learning to enhance the quality of the teaching profession. With this intention, the school principal needs to carry out their role as a learning leader to provide focus on learning and ensure teachers and students receive new knowledge and skills in line with today's education. Professional learning for teachers is activities that are essential to enhance knowledge, skills, and values for improving the teachers' teaching and learning practices. This research aims to identify the role of school principals as professional learning leaders in leading the professional learning of teachers in South Malaysia's boarding schools. Additionally, this research aims to identify the relationship between the school principals' role as professional learning leaders and the impact of the principal's authority over the teachers. This research is quantitatively based on a survey method of 1,033 respondents and 285 sample teachers. The data obtained has been analyzed using Statistical Package for the Social Science (SPSS). Descriptive and inferential analysis have been used to answer the research problems and hypotheses. The result of this research shows that the principal's role as a professional learning leader and teachers' professional learning is high. Furthermore, the results of this research show that there is a significant correlation between principals' roles as professional learning leaders and teachers' professional learning. The implications of this study can contribute to knowledge and understanding of the principal's role as a professional learning leader and its relationship with teachers' professional learning.

Keywords: *The Role of Principals, Professional Learning Leaders, and Teachers' Professional Learning*

1. Introduction

School leaders play a vital role to ensure that an organization functions well, especially to provide learning opportunities for all individuals. To maintain organizational excellence, leaders need to practice a continuous learning culture. Successful leaders create a learning culture in schools, systems, and organizations by practicing a continuous learning culture and utilizing resources to ensure learning in schools (Hirsh, 2015). According to Fullan, (2014), learning leaders in schools lead teachers in the learning process to improve teachers' teaching. Peter Senge (1990) also discussed this in the Learning Organization Theory which states that a learning organization should cultivate learning among its members. Therefore, learning leaders play an important role to manage and lead teachers' professional learning to improve teaching practices and teaching quality.

Subsequently, Mansor and Mat Norwani (2017) found that school leaders play a crucial role to shift the paradigm of teacher learning collaboratively to improve teacher professional learning. School-based teacher learning activities including practical training and social interaction improve teachers' knowledge and add to existing

experience. Therefore, school leaders should always encourage collaborative learning and give added value to teachers' learning activities. Leaders should support learning in schools by providing various learning facilities that are relevant to the current needs and developments.

2. Research Background

Learning leaders are individuals who are responsible for leading and managing professional learning to create a culture of learning among school members. Principals who act as learning leaders should focus on the professional learning of teachers so that teachers' quality can be improved. This is in line with the statement by several researchers including Barth (1990); Lieberman & Mace (2008), and Parise & Spillane (2010) who explained that teacher professional learning is increasingly recognized as a critical factor to improve teacher quality and ensure continuous school improvement. In addition, research on school reform proves the importance of continuous professional learning because new goals, curricula, and teaching-learning methods are emerging (Geijsel et al., 2009; Haiyan et al., 2017; Lieberman & Mace, 2008; Zheng et al., 2017). The results show how important professional learning is to teachers, especially to improve teachers' teaching and learning practices.

Although past studies have successfully proven the importance of professional learning for teachers, professional learning does not just happen, it must be fostered among teachers (Barth, 1990; Haiyan et al., 2017; Hallinger, Liu, et al., 2017a; Kenneth Leithwood & Louis, 2011; Parise & Spillane, 2010). Therefore, school leaders are responsible to provide motivation and support for teachers' professional learning. This can be explained by the emergence of researchers from the west who make detailed studies to understand how to motivate, support, and maintain teacher learning (Geijsel et al., 2009; Kwakman, 2003; Thoonen et al., 2011). Additionally, research from the Chinese community such as Haiyan et al. (2017), Hallinger et al. (2017), Hallinger & Jiafang Lu (2014), Qian & Walker (2013), Wang (2016), and Zheng et al. (2017) also aware of the importance of teacher professional learning for school improvement.

Previous studies further strengthen the view that school leaders, especially principals, should be responsible for the professional learning of teachers. However, Balyer et al. (2015) found that principals know about professional learning communities and are aware of their importance, but they do not perform this role well because they have to perform administrative tasks. Principals explained that they did not have the time, power, and authority to pay attention to the professional development of teachers. Furthermore, Lynn's (2015) study on the role of learning leaders found that principals did not emphasize their challenges as learning leaders. However, the principals explained that they lack time, have heavy workloads, and face pressure to deal with problematic staff. This clearly shows that the principal does not focus on the professional learning of teachers.

Mansor & Baki, (2015) explained that principals are required to practice quality management. Principals are advised to focus on professional tasks rather than non-professional tasks. However, most principals are still unable to live up to the expectations. Principals prioritize non-professional tasks over professional ones. This situation shows that principals face the challenge to manage professional tasks, especially the professional development of teachers. Therefore, this study was carried out to identify the level of the principal's role as a learning leader, the teacher's professional learning, and examine the influence of the principal's role as a professional learning leader on the professional learning of fully residential school (SBP) teachers in the South Zone.

3. Literature Review

Principals who prioritize their role as learning leaders will improve school quality. Learning leaders can encourage and direct teachers to make the best changes to improve school quality (Ibrahim Bafadal 2017). This study explains that the principal should play a role as a change agent to improve the school quality based on three aspects, the principal's thinking about the best school, learning innovation, and the principal as a learning leader. Principals focus more on instructional innovation that improves teachers' competencies, specifically to improve the quality of teachers' teaching. Principals act as learning leaders who have a vision to improve

learning, as well as create a learning culture and learning environment for all school members. Therefore, school quality can be improved through the principal's role as a learning leader by encouraging and focusing on teachers' professional learning.

Studies on the principals' role in teachers' professional learning have attracted many researchers. Principals play an important role in organizing and providing support to teachers' professional development has been widely accepted by researchers (Fullan, 2007; Leithwood, 1992; Newmann et al., 2000). The researchers explained that the development of professional learning communities (Vescio, Ross & Adam, 2008) or learning culture (Haiyan et al., 2017; Hallinger, Lee & Ko, 2014; Thoonen et al., 2011) requires proactive leadership from the principals (Geijssel et al., 2009; Leithwood, 1992; Slegers et al., 2014). As such, the researchers have conducted a detailed study to investigate how the principal's leadership affects teachers' involvement in productive professional learning in schools (Geijssel et al., 2009; Hallinger, Piyaman & Viseshsiri, 2017; Liu & Hallinger, 2018; Slegers et al., 2014; Somprach, Tang & Popoonsak, 2017). These studies stated the importance of the principals' role in improving teachers' professional learning such as organizing, providing support, and influencing teachers' involvement in professional learning activities in schools.

This empirical study has proven that a principal's leadership affects teachers' professional learning. This is supported by Robinson et al. (2008) who summarize that the principal's participation and support in the professional development of teachers is the single most influential way because school leadership will affect student learning. These findings encourage researchers to gain a deeper understanding of how leaders create a learning environment throughout the school to foster productive learning among teachers. The findings of this study show that the principal's role influences teachers' professional learning.

Furthermore, this study proves that a principal's leadership has an impact on the teacher's professional learning. Tran et al. (2018) conducted a study on leadership practices by principals to lead teacher learning in schools. This study identified four principal leadership practices, namely moral purpose, collaboration, learning support, and motivational strategies. The interview found that the principal has planned to help teachers, engage in continuous discussion sessions, and create opportunities for teachers to share new knowledge. Therefore, previous studies show that the principal's leadership as a learning leader contributes to the improvement of teachers' professional learning.

Keong et al., (2018) studied the leadership and school administration obstacles faced by teachers in high-performance (SBT) primary schools in Malaysia. This study found that teachers are lacking in various aspects including open-minded practice, motivation, teaching quality, leadership, knowledge-sharing practice, and collaboration. This shows that professional learning is crucial for teachers. However, there are still various issues that exist among teachers at the SBT. Therefore, the principal as a learning leader plays an important role to manage the teachers' professional learning efficiently and effectively to deal with various professional learning issues and challenges.

Moreover, a study by Muhammad Faizal A. Ghani et al. (2016) proved that the Central Zone SBTs are more likely to implement teacher professional development programs compared to the South Zone SBTs in Malaysia. This study shows that SBTs in the Central Zone are more successful in implementing professional development programs compared to SBTs in the Southern Zone. Although there have been studies by Keong et al., (2018) and Muhammad Faizal A. Ghani et al., (2016), this study does not focus on the principal's role as a learning leader and the influence of the principal's role on teachers' professional learning. Additionally, Sappington, (2018) studies the principal's role as a learning leader from the aspect of data analysis, professional development, and guidance to teachers from the perspective of principals and administrators at the district level. This study found that principals and administrators at the district level have a close relationship with teachers, especially in guiding teachers to produce more leaders among teachers. Sappington recommends further research to focus on a more comprehensive understanding of the relationship between the leadership practices of learning leaders and the professional growth of teachers and emphasize the responsibility of learning leaders who strengthen the practice of teachers. Therefore, to fill the research gap, this study was conducted to identify the level of the principal's role as a leader of professional learning and the level of professional learning of

teachers. In addition, this study also aims to identify the relationship between the principal's role as a learning leader and the teacher's professional learning as well as examine the influence of the principal's role as a professional learning leader on the professional learning of fully residential school (SBP) teachers in the South Zone.

4. Objectives

The purpose of this study is to identify the level of the principal's role as a professional learning leader and the level of professional learning of SBP teachers in the South Zone. This study also aims to identify the relationship between the principal's role as a professional learning leader and the teacher's professional learning. Additionally, this study also aims to identify the influence of the principal's role as a professional learning leader on the professional learning of SBP teachers in the South Zone.

Research Questions

- i. What is the level of the principal's role as a professional learning leader in the South Zone SBP?
- ii. What is the level of professional learning of SBP teachers in the South Zone?
- iii. Is there a significant relationship between the principal's role as a professional learning leader and the professional learning of SBP teachers in the South Zone?
- iv. Is there a principal's influence as a professional learning leader on the professional learning of SBP teachers in the South Zone?

Hypotheses

Two research hypotheses were developed based on the research questions. The hypotheses of this study are:

Ho1: There is no significant relationship between the principal's role as a professional learning leader and the professional learning of SBP teachers in the South Zone.

Ho2: There is no influence of the principal's role as a professional learning leader on the professional learning of SBP teachers in the South Zone.

5. Methodology

This study is a descriptive-correlational survey study that used questionnaires for data collection. The study population consisted of 1033 teachers from sixteen SBPs in the Southern Zone that is Negeri Sembilan, Melaka, and Johor. The total sample was 285 teachers to represent the study population by using stratified sampling. This method is suitable for a population that involves a large area and a large number of samples such as this study involving SBP teachers in the South Zone. This was supported by Tashakkori, A. & Teddlie, (2003) who state that if the study involves a large area and there are constraints in terms of energy and financial resources, then multi-level cluster random sampling is the most appropriate method to use.

The research instrument used to measure the level of the principal's role as a professional learning leader was adapted from the School-Based Professional Learning Leader Role instrument by Mansor et al. (2013). This instrument contains four constructs of the principal's role as a learning leader, namely developer, designer, implementer, and reflective leader. Next, the Teacher's Professional Learning instrument was adapted from Kwakman, (2003), Evers et al., (2016), and Merwe, (2016). This instrument has four constructs which were keeping up with the latest developments, sharing information and feedback, experimentation and reflection, and colleague collaboration. This questionnaire has been back-translated and submitted to several expert instrument assessors for verification.

A pilot study was conducted to test the validity and reliability of the instrument and the fluency of the questionnaire that was distributed to the respondents. The pilot study involved 50 SBP teachers in South Zone. The pilot sample size refers to Hair and colleagues (2003) who set the total sample size to be 3-50. According to Pallant (2016), at least 30 respondents were required for the pilot study because it is the minimum number for the normal distribution graph. The results of the pilot study were in Table 4.1 for the Cronbach alpha reliability

index of the principal's role construct as a leader of professional learning and the professional learning of SBP teachers in the South Zone.

Table 4.1 Cronbach's Alpha Reliability Index for the construct of professional learning leader, and teacher professional learning.

Variables	Items	Cronbach Alpha
1. The principal's role as a professional learning leader	35	.971
2. Teacher professional learning	27	.974

6. Findings

The data obtained were analyzed using the Statistical Package for the Social Science (SPSS) software. Descriptive and inferential analysis was used to answer the research questions and hypotheses.

The level of the principal's role as a professional learning leader of SBP teachers in the South Zone

The findings were obtained from a questionnaire distributed to 285 SBP teachers in the South Zone. The questionnaire distribution aims to identify the level of the principal's role as a professional learning leader for SBP teachers. The data analysis is shown in Table 5.1.

Table 5.1: Mean score and standard deviation for each construct of the principal's role as a learning leader

No.	Constructs	Mean	Standard deviation	Score Interpretation
1	Developer	4.21	1.03	Very high
2	Designer	4.01	1.13	high
3	Implementer	4.19	0.82	high
4	Reflective Leaders	4.06	1.05	high

Table 5.1 shows the level of the principal's role as a professional learning leader. The interpretation of the mean score for each construct was in Table 5.2. Based on Table 5.1, the principal's role as a developer shows a very high mean score (mean=4.21, SD=1.03). Whereas, the principal's role as an implementer (mean=4.19, SD=0.82) and the principal's role as a reflective leader (mean=4.06, SD=1.05) showed high mean scores. Next, the principal's role as a designer showed the lowest mean score (mean=4.01, SD=1.13) compared to other principals' roles. On the whole, the level of the principal's role as a leader of SBP professional learning in the South Zone was at a high level.

Table 5.2: Interpretation of the mean score for each construct

No.	Mean Values	Interpretation
1	1.00 – 1.80	Very Low
2	1.81 – 2.60	Low
3	2.61 – 3.40	Moderate

4	3.41 – 4.20	High
5	4.21 – 5.00	Very High

Source: Tschannen-Moran, M. & Gareis, C.R., (2004). Principle's Sense of Efficacy: Assessing a Promising Construct. *Journal of Educational Administration*. 42(5), 573-585

The level of professional learning of SBP teachers in the South Zone

Table 5.3 shows the level of professional learning of SBP teachers in the South Zone. Based on Table 5.3, the teacher's professional learning level for the construct of following the latest developments showed a very high mean score (mean=4.36, SD=0.64). Whereas, the construct of colleague collaboration (mean=4.13, SD=0.71) as well as experiment and reflection (mean=4.06, SD=0.77) showed a high mean score. Next, the construct of information sharing and feedback shows the lowest mean score (mean=4.01, SD=0.77) compared to other constructs. On the whole, the level of professional learning of SBP teachers in the South Zone is at a high level.

Table 5.3: Mean score and standard deviation for teacher's professional learning constructs

No.	Construct	Mean	Standard deviation	Interpretation Score
1	Following the Latest Developments	4.36	0.64	Very high
2	Experiments and Reflections	4.06	0.77	high
3	Information Sharing and Feedback	4.01	0.77	high
4	Colleague Collaboration	4.13	0.71	high

5.3A significant relationship between the principal's role as a professional learning leader and the professional learning of SBP teachers in the South Zone.

Pearson's correlation r was used to see the significant relationship between all the measured variables. The correlation value interpretation used the Pearson r correlation coefficient as shown in Table 5.4:

Table 5.4: Value of the Correlation Coefficient 'r'

Correlation Coefficient (r)	Coefficient Interpretation
0.01 – 0.09	Can be ignored
0.10 – 0.29	Low
0.30 – 0.49	Moderate
0.50 – 0.69	Strong
0.70 – 0.99	Very High
1.00	Perfect

Source: Davies, I.I.C. 1971. *The Management of Learning*. London: C. Gain Hill.

Table 5.5 shows a significant relationship between the principal's role as a professional learning leader and the professional learning of SBP teachers in the South Zone. The findings showed there is a significant relationship between the principal's role as a professional learning leader and the professional learning of SBP teachers in the South Zone, $r = .561^{**}$, $\text{sig} = .000$ ($p < .005$). The relationship is strong. The positive Pearson r correlation value

means that the higher the principal's role as a professional learning leader, the higher the teacher's professional learning. Therefore, the principal's role as a professional learning leader has a significant relationship with the professional learning of SBP teachers in the South Zone.

Table 5.5: Significant relationship between the principal's role as a learning leader and teachers' professional learning

Variables	Pearson Correlation	Sig. (2-tailed)
The principal's role as a professional learning leader * Teacher professional learning at SBP	.561**	.000

5.4 The influence of the principal as a professional learning leader on the professional learning of SBP teachers in the South Zone

Multiple Linear Regression analysis was used to find the influence or factor that is a significant contributor to the principal's role as a professional learning leader on the professional learning of SBP teachers in the South Zone.

Table 5.6 shows the influence of the principal's role as a professional learning leader (influence: developer, designer, implementer, reflective leader) on the professional learning of SBP teachers. The findings showed a significant regression for model 1, the independent variable (reflective leader) is an influence, contributor, or predictor that can explain the dependent variable (professional learning of teachers in SBP), R Square Change = .305 (.305 x 100 = 30.5 percent), $F(1, 283) = 123.948$, $p < .000$, ($p < .005$). The value or level of influence of 'reflective leaders' on teachers' professional learning in SBP is 30.5 percent, which is a moderate and significant influence.

The research findings also showed a significant regression equation for model 2, independent variable (developer) is an influence, contributor, or predictor that can explain the dependent variable (professional learning of SBP teachers), R Square Change = .012 (.012 x 100 = 1.2 percent), $F(1, 282) = 5.150$, $p < .024$, ($p < .005$). The value or influence level of 'developer' on the professional learning of SBP teachers is only 1.2 percent which is very small and significant. On the other hand, designers and implementers (two factors that influence the principal's role as professional learning leaders), are not predictors of SBP teachers' professional learning. The Multiple Regression Analysis clearly shows that the principal's role as a reflective and constructive leader is an influence or contributor to the professional learning of SBP teachers in the South Zone. Meanwhile, the principal's role as a designer and implementer is not a factor influencing or contributing to the professional learning of SBP teachers in the South Zone.

Table 5.6: Principal's Influence as a Professional Learning Leader on the Professional Learning of SBP Teachers in the South Zone

Model	Variables	B	Beta	Nilai F	Sig	R Square Change	Contribution .305 x 100
1	Reflective leaders	.525	.552	123.948	.000	.305	30.5 %
2	Developer	.197	.186	5.150	.024	.012	1.2 %

Level of influence/contribution/predictor = <.02 very small and meaningless

.02 to .15 small

.16 to.30 Moderate

>.30 large.

7. Discussion

The Level of the Principal's Role as a Professional Learning Leader

The study findings show that the level of the principal's role as an SBP professional learning leader in the South Zone is at a high level. On the whole, this study gives the impression that SBP teachers in the South Zone viewed the principals performing their role as learning leaders at a high level. The construct of the principal's role as a developer showed a very high mean score. This shows that the principal has succeeded in setting clear goals and directions for the professional learning planning of teachers in schools as suggested by Lindstrom & Speck's (2004) Model. To implement a more effective learning program, data, research, and best practices are used as a reference for information on the program that will be implemented. Nevertheless, there are areas of improvement, such as the principals' need to improve their role as a designer by planning more effective professional learning based on the context and needs of the teachers in the school.

This finding is in line with Mansor et al. (2013), who found that the overall role of professional learning leaders is at a high level. However, Mansor et al. (2013) found that the leader's role as an implementer is at a moderate level. In conclusion, this study proves that principals play an important role in developing teachers' professional learning in schools. Principals as school leaders are collectively responsible for leading and managing teacher professional learning through the four roles of developer, designer, implementer, and reflective leader as recommended by Lindstrom and Speck.

The Level of Teacher's Professional Learning

The findings of the study show that on the whole, the professional learning level of SBP teachers in the South Zone is at a high level. The construct of keeping up with the latest developments shows a very high mean score. This explains that the SBP teachers have followed the latest developments in the field of education through learning activities such as reading, professional writing, training, and getting the latest information from the internet. However, there are areas of improvement for SBP teachers, namely information sharing and feedback. Information sharing and feedback among teachers are crucial because teachers can reflect on teaching and learning which in turn will improve the quality of their teaching.

The findings are in line with Mohamed et al. (2018), Muniandy, (2021), Hallinger, Liu, et al., (2017b), and Karacabey et al., (2022) who found that the level of professional learning of teachers on the whole, is at a high level. Contrastingly, Kunggi and Abdul Kadir (2019) found that the level of professional learning of teachers in Sarikei is at a moderate level. The level of teachers' professional learning is at a moderate level which means teachers not participating in advanced training and in-service training because it is not mandatory. Ideally, teachers should have the initiative to attend training regularly to increase their existing knowledge and skills as well as obtain the latest educational information. Therefore, teachers need to continuously improve their professional learning to convey useful and relevant according to the current educational needs.

The relationship between Learning Leaders and Teachers' Professional Learning

There is a significant relationship between the principal's role as a professional learning leader and the professional learning of SBP teachers in the South Zone. This significant relationship shows that teachers' professional learning can be improved through the role played by principals as leaders of professional learning. These findings are supported by Amin Senin (2005), Mansor et al. (2013), Nizam et al. (2009), Wei et al. (2009), and Zein (2016). These studies found that teachers viewed school leaders have a positive relationship with teacher learning. This is also consistent with Postholm, (2019) who explains the role of leaders in teacher learning and draws attention to the importance of leader participation in the development process of school-based teacher learning. Teachers need to be allowed to observe the teaching practices of other teachers and use the learning outcomes from these observations to reflect on and improve their teaching practices.

Additionally, there are also past studies that examine the relationship between school-level leadership and teacher professional learning such as by Hallinger and Jiafang Lu (2014), Knapp et al. (2010), Saphier et al.

(2006), and Vanblaere and Geert Devos (2016). Accordingly, it can be concluded that principals as school leaders play a pivotal role to improve teachers' professional learning. Therefore, principals need to focus on the professional learning of teachers, especially to improve the knowledge, skills, and professional values of teachers that will contribute to the improvement of student achievement. Principals also play a role in producing more leaders among teachers through professional learning programs implemented in schools. Principals who act as learning leaders need to lead teachers in the learning process that aims to improve teachers' teaching (Fullan, 2014).

The Influence of Learning Leaders on Teachers' Professional Learning

This study explains the four roles of principals as learning leaders that are predictors of SBP teachers' professional learning in the South Zone, which are developers, designers, implementers, and reflective leaders. Principals who act as learning leaders contribute as much as 30.5 percent to teachers' professional learning. The principal's role as a reflective and constructive leader influences or contributes to the teacher's professional learning. However, the principal's role as a designer and implementer is not an influencing factor or contributor to the professional learning of teachers in SBP. Principals as reflective leaders should be quick to act and be sensitive to all changes in the education system. All actions taken must be based on authentic sources of information and data and get feedback from various sources to help the principal make the right decision. The principal also plays a role as a developer, which is to set clear goals and visions so that the goals can be achieved by all school members.

The findings of this study have shown that principal leadership contributes to teachers' professional learning. Almost half a century of research related to educational management and leadership concluded that the principal who has the highest position in the school has a great influence on the learning of teachers and students (Leithwood, Harris & Hopkins, 2020). This clearly shows that the principal's leadership affects the teacher's learning and indirectly affects the student's learning. Recent research examined the impact of school leadership on identifying and exploring how school leaders influence student learning and school improvement (Hallinger, 2011; Leithwood & Louis, 2011; Zheng et al., 2017). This proves that leaders, especially principals, play a crucial role in improving the professional learning of teachers in schools. Furthermore, support, encouragement, and motivation from the principal are essential to contribute to the professional learning of teachers.

8. Implication

This study helps the principal to understand their role as a professional learning leader. The principal as a learning leader is responsible for leading and managing professional learning in the teacher's professional learning community through four roles, namely developer, designer, implementer, and reflective leader. In addition, this study also shows the importance of the principal's role as a learning leader who focuses on teacher learning, leading and developing teachers, guiding, motivating, supporting, and maintaining teacher learning. Therefore, the principals as learning leaders need to shape their organization into a learning organization. Every member of the school including leaders, teachers, and students will learn and continue to learn to create a lifelong learning culture.

Professional learning is pivotal to improving the knowledge and skills of teachers to achieve educational goals and help teachers adapt to the changes that occur in the education world today. Therefore, the professional learning of teachers needs to be given attention and implemented effectively in schools to improve the quality of teachers so the learning goals of students can be achieved.

9. Conclusion

In short, this study shows that the level of the principal's role as a professional learning leader and the level of professional learning of SBP teachers in the South Zone are at a high level. The findings of this study also prove that there is a significant relationship between the principal's role as a learning leader and the teacher's

professional learning. Therefore, principals as learning leaders should play an important role to improve the professional learning of teachers in line with the fast-changing environment in the education world. Teacher professional learning needs to be carefully planned and effectively practiced to have a great impact on teacher professionalism.

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